


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Bentley Park College (0452)

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### Principal's foreword

#### Introduction

We are pleased to report on the significant progress of Bentley Park College in 2010. The College demonstrated stable enrolment in 2009, with our feeder numbers moving into Year 8 continuing the expected growth in secondary student numbers.

The major strategic foci of 2009 were:

- Literacy Professional Development for Year 4-7 and continued drive towards explicit teaching of Literacies across all Key Learning Areas.
- Embedding of the Individual Development Plans of all staff using the Professional Standards Frameworks
- Pedagogical Professional Learning centring on Information and Communication technologies for teachers
- Performance focus on student achievement outcomes, analysing and improving target data.

2010 saw Bentley Park College continue to access the National Secondary Schools Computer Fund. In addition the College utilised existing state and school based funds to augment this initiative in providing desktop computers, class sets of laptops, data projectors and infrastructure upgrades to better support student learning. The college was able to make significant progress in establishing wireless connectivity across the college. This is expected to be completed in 2011.

The year was celebrated with an excellent Presentation Evening at the Convention Centre. A 1000 strong audience joined to celebrate the achievements of our students.

#### School progress towards its goals in 2010

The college continued its involvement in Literacy development training and ongoing activity with a Literacy Coach and mentor in place to provide in house professional development. Year 8 and 9 teachers attended external Literacy development.

After the Teaching and Learning Audit the college was able to refocus its vision and organisation structure moving from three sectors to two.

NAPLAN results unfortunately did not lift. There is school based evidence of some positive shifts however at National benchmark level these shifts did not eventuate. This is a significant priority for ongoing school commitment in 2010.

Overall Year 12 results showed good gains. The College celebrated its second OP 1 student with 72 % of OP eligible student receiving an OP 1-15.

### Future outlook

The key areas for improvement as defined in the School Operational Plan for 2011 are:

- Literacy and Numeracy
- Development of a School Wide Pedagogy based on Explicit Teaching
- Teacher professional learning and development
- Student and community engagement
- Embedding of planning and accountability systems for the college across the two sectors but with a P-12 focus.

## Our school at a glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered: P-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
1681	782	899	80%

Characteristics of the student body:

The student body is widely representative of the diverse community population. 19% indigenous enrolment, 5% Pacifica and 4 % Hmong populations contribute to our total student body. Our Special Education Program caters for approximately 5% of students. The College has a constant transience factor, with significant year to year turn over of students.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	25	73%	40%	33%	27%
Year 4 – Year 10	25	98%	87%	10%	2%
Year 11 – Year 12	14	99%	95%	4%	1%
All Classes	21	97%	87%	9%	3%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	339
Long Suspensions - 6 to 20 days	59
Exclusions	4
Cancellations of Enrolment	0

## Our school at a glance

### Curriculum offerings

#### Our distinctive curriculum offerings

- P-12 educational opportunity
- Early, Middle and Senior Phases of Learning
- Vocational offerings including TAFE and other Registered Training Organisations
- Pilot Programs in one to one Laptop experience (Yr 3-7) and IPod (P-3)
- Rugby League Program Yr 8-12
- Netball program Yr 8 – 9
- Instrumental Music

#### Extra curricula activities

The College is involved in a full range of sporting, academic, artistic, public speaking and recreational endeavours, including:

- Trinity Coast South Secondary School Sport
- Instrumental Music- Choir and Bands
- Big Night Out – Artistic Excellence
- Project Burnout – Years 7-9
- Bentley Drumbeat Crew

#### How Information and Communication Technologies are used to assist learning

- Across the campus over 550 computers are deployed into classrooms in styles to suit the learning.
- Computer classrooms, library computers, portable solutions and smaller numbers of computers within the class are accessed by students.
- Computers for Teachers Program enable each class teacher to embed information and communication technologies into each classroom

## Our school at a glance

### Social climate

*Bentley Park College* is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

At Bentley Park College we believe in:

- Our motto *Aspire – Learn – Achieve*
- Encouraging students to work to their potential
- Creating shared partnerships for learning
- Creating a sense of safety and belonging
- Celebrating our achievements
- The mantras *Every child matters every day* and *All students can achieve*

The foundation of the college's Responsible Behaviour Plan are the values identified by the college community and the Department of Education and Training Code of School Behaviour. These values form the L Plate from which rights and responsibilities for students, parents / carers and staff have been developed. The L Plate provides a framework and common language for discussing issues with students. Teachers use the L Plate to develop explicit classroom rules.

At Bentley Park College we value:

Learning

Respect

Safety

Responsibility



### Parent, student and teacher satisfaction with the school

Parental satisfaction with our school improved markedly from 69% to 83%. In contrast the student satisfaction levels have decreased slightly. Teacher satisfaction levels have varied more greatly and reflect the significant changes which have occurred at the college.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	61%
Percentage of students satisfied that they are getting a good education at school	60%
Percentage of parents/caregivers satisfied with their child's school	83%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	45%
Percentage of staff members satisfied with morale in the school	49%

## Our school at a glance

### Involving parents in their child's education.

Opportunities for parents to take an active role in their child's education range from supporting homework, active involvement in the tuckshop, participation in camps and excursions, P&C, the instrumental committee and helping out with curriculum programs .

There are a range of information evenings through which we communicate important teaching and learning information. These include – the annual meet and greet, the P-6 Parent Expo, year level information evenings, parent teacher interview nights, presentation night and sporting awards night, sporting days, P&C meetings and extra-curricular activities.

Regular opportunities for information and input occur throughout the year, including: P&C meetings on the 2<sup>nd</sup> Tuesday of the Month, the whole of college newsletters, and face to face interview opportunities twice a year. We encourage interested parents to contact the sub-school to find out how they can become involved.

### Reducing the school's environmental footprint

The College is a participant in the National Solar Schools Program and continually endeavours to find practical ways to reduce the college's environmental footprint.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$358,655	\$260,963	\$55,415	\$26,632	\$14,698	\$0	\$947	1,370,877	14,270	0
2009	\$316,251	\$221,917	\$0	\$0	\$16,360	\$1,386	\$76,588	1,368,047	16,690	0
% change 2009 - 2010	13%	18%	N/A	N/A	-10%	-100%	-99%	0%	-14%	N/A

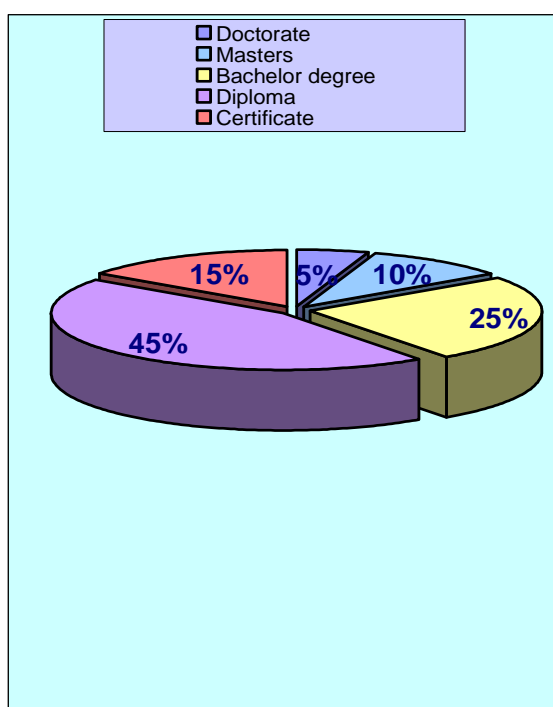
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	121	65	<5
Full-time equivalents	116	48	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	5
Masters	10
Bachelor degree	25
Diploma	45
Certificate	15



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$70 330.

The major professional development initiatives are as follows: Literacy; Curriculum knowledge development; ICTs; SWPBS (ESCMs, Profiling); VET initiatives.

The involvement of the teaching staff in professional development activities during 2010 was 86 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 92% of staff were retained by the school for the entire 2010 school year.



## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 89%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89%	92%	91%	92%	92%	94%	91%	88%	87%	84%	85%	87%

##### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The College uses daily roll marking, Message U SMS texts, absence phone lines, follow up interviews and form letters as well as daily truancy checks in efforts to manage absenteeism. Rolls are marked twice a day for Primary students and marked every lesson for Secondary aged students. Lateness is defined as more than 30 minutes late.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Performance of our students

### Achievement – Closing the Gap

The College's indigenous enrolment for 2010 was 28.7%.

The apparent retention of indigenous students from year 10 to year 12 is our most positive result from the Closing the Gap Data. From 2006 to 2009 our difference between indigenous and non-indigenous retention was reduced to no difference and continues to improve. However having retained these students we now need to work on their daily attendance. This did improve marginally from 2009 to 2010.

NAPLAN data for indigenous students indicates that our results are below the national mean so we continue to have a strong improvement agenda focused on Literacy and Numeracy. The data from 2008 to 2010 shows we have consistently decreased the gap between our indigenous and non-indigenous students with our strongest area being in grammar and punctuation. In this area the gap decreased from 85 to 34 points.

### Attainment and Achievement – Year 12

#### Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%
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#### Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	97
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	3
Number of students receiving an Overall Position (OP).	32
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	87
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	32
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	61
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	72%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%

## Performance of our students

Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2	12	9	7	2

Vocational Educational Training qualification (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
82	27	6
<p>At Bentley Park College, all certificate courses are delivered over a two year period. Certificate I courses offered were</p> <ul style="list-style-type: none"><li>Certificate I in Automotive</li><li>Certificate I in General Construction</li><li>Certificate I in Information Technology</li><li>Certificate I in Engineering</li><li>Certificate I in Hospitality</li></ul> <p>Year 12 students eligible for completion of certificate courses in 2010: 183</p> <p>The total number of actual completions was 134; this is a completion rate of 73%.</p>		

Post-school destination information
<p>At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, <i>Next Step – Student Destination Report</i> for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.</p>
Early leavers information
<p>The College tracks students who are early leavers ensuring that they are engaged in either further study or work before relinquishing responsibility for enrolment. Generally students will move to work or study at TAFE as early leavers. A small number of students will move interstate or overseas.</p>